



OCTOBER 1953

School and Community

Counseling With Parents
Observe UN Day October 24
State Support---The Issue





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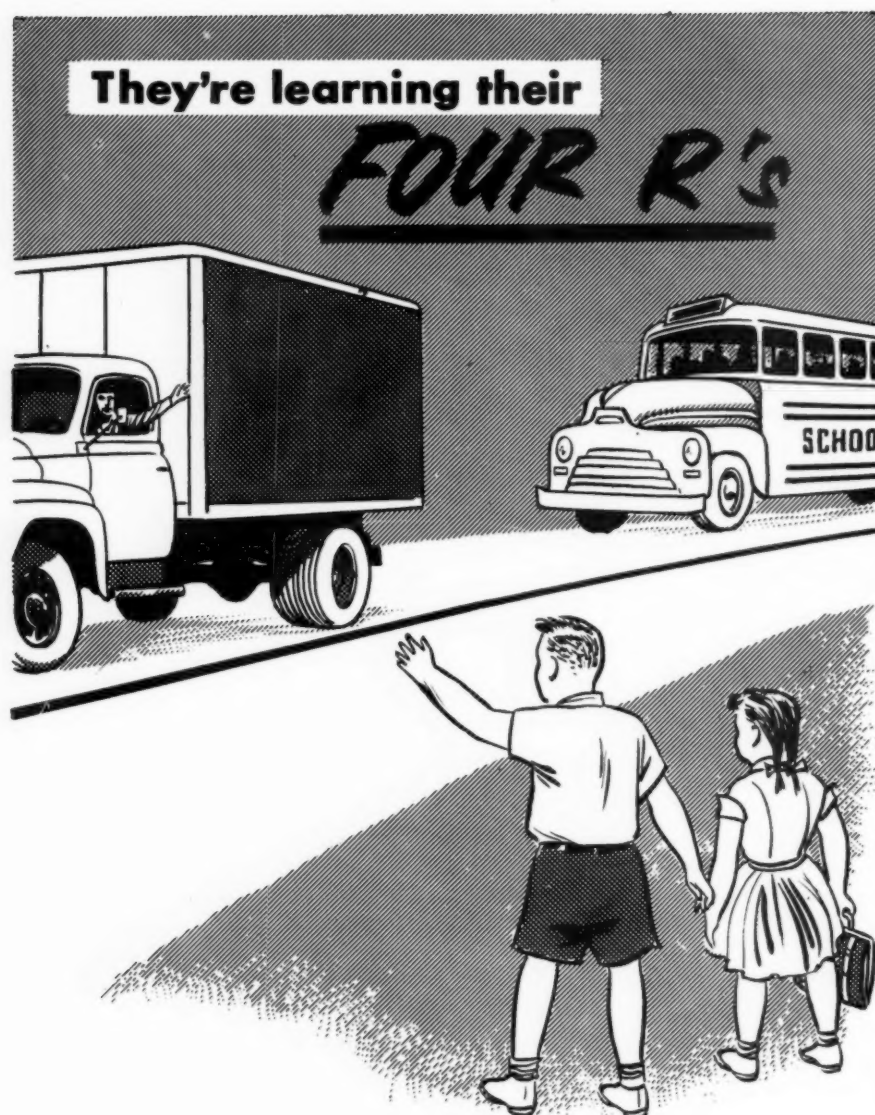
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IMPORTANT EVENTS

OCTOBER

- 2 Industrial Arts and Vocational Education Four-State Conference, Pittsburg, Kan., Oct. 2-3, 1953.
- 8 Central District Teachers Association Meeting, Warrensburg, Oct. 8-9, 1953.
- 8 Northeast District Teachers Association Meeting, Kirksville, Oct. 8-9, 1953.
- 8 Northwest District Teachers Association Meeting, Maryville, Oct. 8-9, 1953.
- 11 National Convention of County and Rural Area Superintendents, Omaha, Neb., Oct. 11-14, 1953.
- 14 Southwest District Teachers Association Meeting, Springfield, Oct. 14-16, 1953.
- 15 South-Central District Teachers Association Meeting, Rolla, Oct. 15-16, 1953.
- 16 Southeast District Teachers Association Meeting, Cape Girardeau, Oct. 16, 1953.
- 18 United Nations Week, Oct. 18-24, 1953.
- 26 Third National Conference Adult Education Association, Hotel New Yorker, New York City, Oct. 26-29, 1953.

NOVEMBER

- 4 Missouri State Teachers Association Annual Convention, St. Louis, Nov. 4-6, 1953.
- 8 American Education Week, Nov. 8-14, 1953.
- 26 Annual Convention National Council for Social Studies, Buffalo, N.Y., Nov. 26-28, 1953.

DECEMBER

- 27 National Science Teachers Association, Boston, Mass., Dec. 27-30, 1953.
- 28 National Business Teachers Association Annual Convention, Jefferson Hotel, St. Louis, Dec. 28-30, 1953.
- 28 Meeting National Council of Teachers of Mathematics, Los Angeles, Dec. 28-30, 1953.

JANUARY

- 7 Missouri Music Educators Conference and Clinic, Kirksville, Jan. 7-8, 1954.

FEBRUARY

- 13 National Convention American Association of School Administrators, Atlantic City, Feb. 13-18, 1954.

C ontents

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INKS FRANKLIN, EDITOR • EVERETT KEITH EXECUTIVE SEC'Y • VOL XL, NO. 2



THE COVER

*As Missouri reaps and gathers from its fertile fields
our people should in the words of Tennyson:*

*"Rise in the heart and gather to the eyes,
In looking on the happy autumn-fields,
And thinking of the days that are no more."*

Photo: Massie, Mo. Resources Div.

Send all Contributions to the Editor

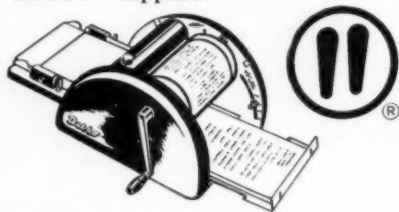
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Published monthly Sept. thru May at Columbia, Mo., by Missouri State Teachers Association. Entered as Second Class matter, Oct. 29, 1915, Postoffice at Columbia, Mo., under Act of March 3, 1879. Acceptance for mailing at special rate provided for in section 1103. Act of Oct. 3, 1917; authorized May 17, 1921. Annual membership dues \$4.00. Subscription to non-members, \$2.00 a year.

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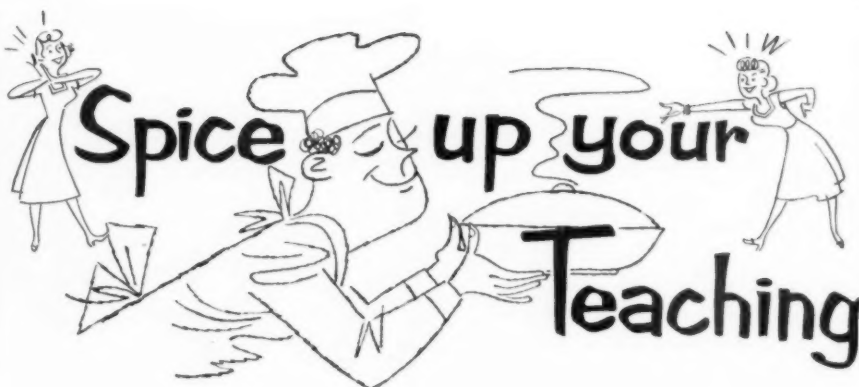
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GEOGRAPHIC BULLETINS

The Geographic School Bulletins will resume publication October 5. Written in sprightly style and highly informative the bulletins are useful throughout the public school system.

To subscribe write to School Service Division, National Geographic Society, Washington 6, D. C. Price, 30 issues, 75 cents.

PICTORIAL CHART

A pictorial chart showing the place of Leonardo da Vinci in the stream of history and works of his life is available.

The chart, printed in sepia, is divided into three general sections. For a copy of the chart and a four-page mimeographed story of some of Leonardo's inventions, write to Department of Information, International Business Machines Corporation, 590 Madison Avenue, New York 22, N. Y.

NURSERY SCHOOL

The Nursery School Portfolio has been published by the ACEI. The 12 leaflets deal with the most pressing problems of nursery school organization and program.

Each of the four-page leaflets has been written by an outstanding authority in nursery school work.

The 12 leaflets are sold as a unit at 75 cents each. Order from Association for Childhood Education International, 1200 15th St., N.W., Washington 5, D. C.

PHYSICAL EDUCATION

"Child Growth and Development, Characteristics and Needs" is a wall chart that brings together on one sheet of paper the most important facts about how children grow and what their growth means to the teacher and to the classroom practice.

The chart covers five age groups, from five years of age through the sixteen-year age group. For each of these groups the chart gives facts about skeletal growth, dentition, muscular development and organic development.

Knowledge of these facts can change traditional teaching. The chart sells for 50 cents a copy. Minimum orders are \$1. Arthur C. Croft Publications, 100 Garfield Ave., New London, Conn.

SPEECH

"Mend Their Speech" is a 44-page publication that attempts to tell classroom teachers how they can combine their efforts with those of the speech specialists in the interest of individual children with speech or hearing handicaps. Information and techniques presented in this manual will be helpful to teachers in suggesting what they can do on behalf of speech handicapped school children and others that need attention in this field.

Illustrations of speech teaching, correcting and a presentation of speech problems may be found in the text. The Iowa State Teachers College, Cedar Falls, Iowa. Price, 25 cents.

SCIENCE

"Selected Science Teaching Ideas of 1952" is a 58-page publication representing the outgrowth of the program of Recognition Awards for Science Teachers sponsored by the American Society for Metals and conducted by the Future Scientists of America Foundation of the National Science Teachers Association.

The booklet contains 15 reports that represent the best presented noteworthy ideas, practices, and techniques of practical value to other teachers as sifted from 57 teachers' reports gathered from over the nation.

National Science Teachers Association, 1201 16th St., N.W., Washington 6, D. C. Price, \$1.50, 33½ per cent discount to members of the NSTA.

READING

"Teaching Reading" is the first of a series of publications sponsored by the Department of Classroom Teachers of the NEA. The booklet represents an effort to report to teachers the most important suggestions for the teaching of reading which have been produced by research. It is not a summary of research, but a statement of the practical implications of research.

This pamphlet has drawn also upon research in other areas such as psychology, child development, sociology, and semantics.

National Education Association, 1201 16th St., N.W., Washington 6, D. C. Price, 25 cents per copy, discounts for quantity purchase.



FOUR HORSEMEN were galloping across a Persian desert one night in the time of Scheherazade. Suddenly a voice commanded, "Halt!"

The voice then ordered the men to dismount and scoop up a handful of pebbles. Prophetically the voice said, "Tomorrow you will be both glad and sorry."

On the morrow the prophecy came true, for the pebbles were precious stones. The horsemen were glad they

had them but were sorry they had not taken more.

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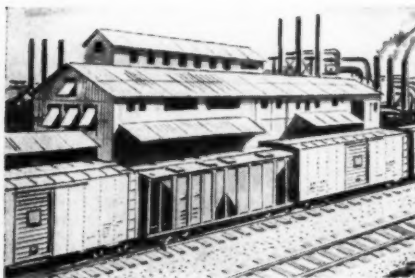
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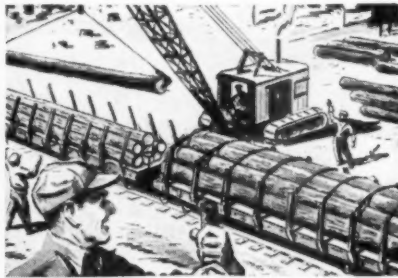
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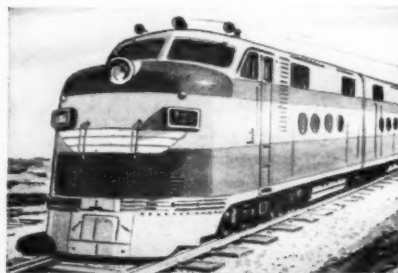
Take the cement that goes into the foundation and basement floor. In boxcars and in covered "hopper" cars, the railroads, last year, carried over 30 million tons of it from the nation's cement plants to local builders all over America.



It takes a lot of lumber to build a house. From the nation's forests the railroads haul logs to the sawmills and they carry the lumber to the builders, too. Last year they handled 500,000 carloads of logs and over 30 million tons of lumber.



Brick, sand, plasterboard, window glass, roofing, wire, plumbing materials, almost everything required to build a house — and the materials out of which they are fashioned — go by train. And almost everything to furnish and equip the home moves by rail also — furniture and fixings, chinaware and chintz, rugs, washing machines and other home appliances.



So you see that railroads have a great deal to do with making the American home what it is today. And not just homes. Railroads are a part of every farm, factory and business in the land. They carry more freight more miles than all other forms of transportation combined, and do it at a lower average charge than any other form of general transportation.

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New Faculty Members

Webb City

C. A. Huffman, elementary supervisor; Mrs. Vinnie Holman, grade 5; M. J. Passley, science and assistant coach; Mrs. Nellie Carpenter, special education.

Lawson

Mrs. Mae Weissenbach, fourth grade; Roy Cheek, industrial arts and science; Robert E. Gott, physical education and social studies.

Stewartsville

Fyanna Parr, elementary school; Mary Abernathy, home economics; Della Faber, English; Mary Guemple, music; Helen Starks, commerce.

Herculaneum

Mrs. Anne Newton, physical education and health; Jack R. Newton, art and social studies; S. Wilson Heiss, English; and Mrs. Minnie Lee Heiss, mathematics.

New London

Francis Geiger, physical education and coach; Mrs. Agnes Ferguson, mathematics and science; Elizabeth Eisenberg, English and art; Mrs. Mary Jane Brown and Mrs. Betty Swan Balthrop, elementary teachers.

Reeds Spring

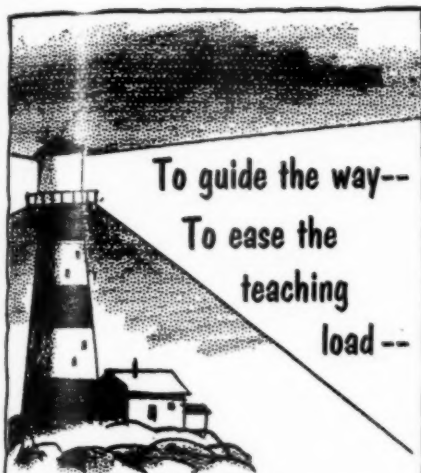
Pauline Peck, instrumental music and commerce; Mrs. John Ed Whitaker, social science; Mrs. Cletus Rang, second grade; Mr. John Vaughn, seventh grade; Cletus Rang, reading supervisor; Mrs. John Rozell, Principal Keystone school and grades 5-8.

Liberal

Wayne Young, vocational agriculture; Marie Young, highschool vocal and elementary music; Helen Buchanan, mathematics and science; Irene Meyer, home economics; Merie Roland, Marion L. Barger, Dency Pasini, Robert Yewdall, Mary Yewdall, Elizabeth Houk, and LaVerne Miller, elementary teachers.

Butte:

William L. Sheals, highschool principal; Guy Burton, physical education and coach; Helen Davis, vocational home economics; John W. Delventhal, science and assistant coach; Mary MacMurray, mathematics and speech; Tessie Vogel, social studies; Bernard Wolford, industrial arts and driver training; Mary Carter, first grade; Mrs. Annabel Jordan, second grade; Mrs. Grace Morris, fifth grade; Mrs. Page Sheals, first grade; Lefa Woods, fourth grade; John A. Hembree, junior high mathematics and science; and Mrs. Adele Ray, elementary teacher at the Douglas School.



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Warrensburg

Rex R. Wyrick, highschool principal; Zelia Z. Bell, mathematics; Mrs. Lee Harper, science; Mrs. Phyllis Turner, library; James Kirkpatrick, industrial arts; Mrs. Kenneth Sturgis, girls physical education; Charlotte Mahin, art; Janet Culp, English and dramatics; Mrs. Audrey Stockard, music; Mrs. Kelly Williams, social studies; Mrs. Harry Campbell, intermediate; Mrs. Jean Theiss, Mrs. Margaret Roland, Mrs. Ester Long, and Mrs. Marybelle Rowland, primary.

Brookfield

Highschool: Fred Creason, English and world history; Robert Strub, social studies and physical education; Shirley Svoboda, English and physical education; Ida May Wombwell, vocal music. Junior Highschool: Howard Graff, mathematics; Doris June Martin, social studies and physical education; Elaine Rash, vocal music. Elementary: Wayne Rulon and Judith Torrey, Park School; Amos D. Morris, grades five through 8. Special teachers: Jane Crumpacker, remedial reading; James W. Lovejoy, instrumental music.

Springfield

New to Springfield faculty except those listed in September.

Zella Kay Atteberry, Berry school; Fred H. Balden, Jarrett junior high-school; Lucille Berry Barney, Sunshine school; Marjorie Campbell; Phelps school; Franklin Monroe Denison, Rountree school; Erma Ruth Ellington, Robberson school; Jolene Evans, Bowerman school; Virginia Powell French, McGregor school; Mary Anne Vinyard Gordon, Ed V. Williams school; Frances Lucille Gorman, York school; Mildred Green, Fairbanks school; Mrs. Maurine Haymes, elementary; Betty Fern Honey, Boyd school; Wealtha Husselton, special education; Wayne L. James, Study school; Mildred Johnson, Sherwood school; Edward E. Lechner, Jarrett, physical education; Dorann Lewis, general education.

Robert T. Lewis, Jarrett school; Frances Otterbacher, senior high physical education; Blanche Palmer, special education; Daisy Prater, health service; Virginia Renshaw, Principal Boyd school; Oleta Runnels, Pepperdine school; Margaret Sus Scott, Delaware school; Beverly Thompson, Robberson school; Marianna Traylor, Bowerman school; Doris Uhlmann, Sherwood school; Doris Weimer, Bowerman; Rosalie P. White, Weaver school; Thedford White, Bailey school; Eleanor Wilson; Pat Yadon, Study school music; Hoyt Shumate, principal Portland school.



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For Fully Matured Girls. "It's So Much Easier When You Know" has detailed information about the use of tampons for sanitary protection.

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Counseling With Parents

How to release the tension of the angry parent, build up the morale of the remorseful one and solve other problems connected with parent-teacher conferences

THERE are doubtless similarities in all conferences between parents and school personnel, but the differences between the sessions are many and striking. Students about whom they confer differ widely, parents are not all of one stripe, and the idea that there is a typical teacher has been discredited. Moreover, there are many reasons for having contacts with parents. The attitudes that both parties bring into a conference are highly varied. It seems, then, that rather than stating the "do and don'ts" of counseling parents it

by Dr. Fred McKinney
*Chm. Dept. of Psychology,
University of Missouri*

will be more profitable to discuss underlying processes. Let us seek to understand the needs of both parties, their anxieties and conflicts and how these interact.

Reasons for Consultation

First, there are the uninitiated requests from parents for conferences. The parent comes for help, reassurance, or he may want to register a complaint. Second, there are the requests on the part of school personnel—the counselor, the principal, or the teacher—for the parent's presence in his office. In this case usually the school administrator or teacher feels that the student's problem cannot be solved without assistance from the home. The third kind of contact between parent and school personnel is either an informal one or an outgrowth of a group program. Some PTAs arrange adult education programs on student or parental problems, vocational guidance, or emotional adjustment. Parents may be prompted to talk with teachers that they meet at these gatherings. Parents and teachers may meet socially and as a part of the conversation discuss

their students either jocularly or seriously.

The school counselor and teacher should include counseling with parents as one of their responsibilities.

In the succeeding discussion the term counselor will be used almost invariably. The reader may quite freely substitute the word teacher or principal for counselor. The pronoun "he" will be used arbitrarily for counselor and "she" for parent throughout the discussion, but both may be of either sex.

Attitudes Brought Into Conferences

The idea that teachers without realizing it cast parents into roles has merit. Likewise, parents often see teachers as a homogeneous group. These expectations as to how the other person will behave usually are based on some past experience but may not be relevant at all to a planned conference between a specific counselor and parent.

Counselors may be concerned lest parents turn up who are uninformed, low in standards, dominant, over protective of their child, belligerent, uncooperative, condescending in attitude, disinterested or rigid. Parents may fear similar attitudes in teachers. They may view members of the school personnel as resentful of parental suggestions, as disinterested in individual cases, as spiteful, old fashioned, or impractical. The major purpose



Parents differ greatly in the attitudes and feelings they show. Here an irate parent is forcefully stating his views. The teacher is calmly listening absorbing his hostility as the parent ventilates his feeling.



This parent is lachrymose. The teacher allows her too to ventilate her feelings and listens as she talks freely about the problem as she sees it. The teacher accepts this behavior calmly as a phase of the interview.

of the early part of the conference is to dispell previous erroneous conceptions of each other and for counselor and parent to come to know each other as they really are. Obviously the counselor will be more effective if he has some knowledge of the parent before she arrives, but does not regard the previously formed impression as representing the only behavior the parent is capable of.

Similarities in Counseling

Counseling parents is not unlike other kinds of counseling.

Counseling proceeds best first when the parent senses a *need for the session*. Second, a desirable *relationship* must be established. Third, the session should provide an opportunity for release of tension and feeling. Fourth, as a consequence of the release, *new insights, ideas, and perspectives result*. Fifth, these insights and perspectives can lead to *integrated, effective thinking, plans and action*.

Parent's Need for Session

When the parent takes the initiative and asks for an interview about John or Mary, the first condition for effective counseling is satisfied. The problem as she sees it may be very different from the problem as seen by her offspring or the teacher, but she can often reach the *real* problem by first discussing freely the situation as she sees it. She has a need for the session and the trained counselor exploits this need in an attempt to solve the basic difficulty.

Counselor Takes the Initiative

If, however, the counselor, teacher or school administrator feels that the parent needs to be consulted, the problem may be a more difficult one. A call from the school requesting the parent's presence almost invariably produces anxiety. The parent is disturbed. She may feel embarrassed or even disgraced. The preoccupied counselor may be oblivious of this response by the parent. The parent may enter the office defensively, with a hostile, belligerent attitude. Or she may, on the other hand, ar-

rive submissively, on the verge of tears, with great chagrin. Almost invariably, however, beneath the parent's facade is a feeling of anxiety and disturbance over the child.

Under these conditions the parent is motivated, but she may not, initially at least, be motivated to cooperate for the child's welfare. She instead may be driven to protect her own reputation or that of her child, to defend herself against the anxiety and chagrin that she feels. She may come to the school primed to point out all the shortcomings of the school as she sees them.

If this is the case, much time will be consumed and the whole character of the interview will be diverted for awhile. If possible, this attitude should be averted. Very often it can.

Attempts to Reduce Anxiety

It might be well to reduce much of this anxiety in the initial approach to the parent. If it is a telephone call it can be a friendly one. The school and the parent basically have the same goal: the welfare of the student. If the counselor knows the parent he might begin with a cordial greeting, then the conversation might run something like this: "Mrs. Jones, Bill and I have been talking over some of his problems, and I think your help is needed. Would it be convenient for you to come over to the school sometime for a conference?" The counselor may add in humor, "There are no crises involved—just a helpful get-together."

Or, "Mrs. Jones, I think we need you. We are trying to work with Bill on a conduct problem of his, and we thought it might be well for us to have a chat over the matter. I have told Bill that I would call you. When would it be convenient for us to have a friendly session?"

With this kind of approach the parent can feel more that she is a partner in the process. She does not feel threatened. Her status is not insecure and the counselor or

teacher can start at the very beginning of the interview with the real problem.

Understanding Hostile Attitudes

This approach does not mean that all problems of the relationship with the parent are solved. As mentioned previously, the parent brings into this situation all of her past experience. If she has hostility towards teachers from her own school days, or if her attitude towards the school is negative, these may break through the interview. She may be at odds with the teacher or the principal for conscious or unconscious reasons. The parent may feel her child has not had the opportunities that others in the neighborhood or community have had. She may feel resentful or hostile for this reason. She may be working out her own personal problems through the child and be somewhat unrealistic about the child's abilities or potentiality.

Effective Relationship

The counselor should anticipate what kind of relationship he can expect with the parent. His goal of course is to establish rapport. The more facts he knows about the parent, the parent's attitudes towards the child and the school, the better he can handle the situation. As mentioned above, he should *accept any relationship* that exists, and then work toward a more positive one. This may consist of allowing the parent to ventilate all of her hostility and emotion during the early period of the interview. He can accept and understand these hostilities as existing without necessarily agreeing with the parent in her viewpoints. He accepts the parent's feelings and attitudes as understandable under the conditions.

It is well then to give the parent as much initiative as possible. In this way more can be learned about her and her attitudes.

The counselor's themes are: We need your help. You understand John or Mary better than we do. We know that you and I have

(See Counseling Page 28)

American Education Week-

Backbone of School Public Relations

GOOD schools depend on good school support, and one of the prime considerations of many teachers and administrators returning to the classroom this year is "how can we improve school-home and school-community relations in our district this year."

Many schools have used American Education Week activities to start off a year-long public relations program, and the schools which have put effort and planning into this event have been rewarded with devoted community support. This year American Education Week is Nov. 8-14.

This year's theme, as set up by its four sponsors, the NEA, the American Legion, the United States Office of Education and the National Congress of Parents and Teachers, is "Good Schools Are Your Responsibility."

The NEA offers suggestions and

assistance to all schools which want help in making plans for activities and projects during the week. One of the suggestions is a list of daily topics which schools can use as a basis for the week's activity.

These topics, which are keyed to the AEW theme are: Sunday—"Moral and Spiritual Foundations," Monday—"Learning the Fundamentals," Tuesday—"Building the National Strength," Wednesday—"Preparing for Loyal Citizenship," Thursday—"The School Board in Action," Friday—"Your Child's Teachers," Saturday—"Parent and Teacher Teamwork."

A review of some of the American Education Week activities of Missouri schools last year also may be of value in showing just what has been done during AEW to bring the school into the home of every child.

Probably the backbone of the American Education Week program is school visitation by parents.

Under this plan parents are given the opportunity to visit the schools, to meet the teachers and administrators, and to ask questions about the schools and about their child's education.



In the Cape Girardeau Central Highschool library, the "students for a night" listen attentively while Mrs. John Wescoat and Miss Mildred Vogelsang (seated) explain the many facilities made available to students in the school. Parents during the evening attended the same classes that their children went to during the day. Many bonds of friendship and understanding were more closely sealed between school and home during the evening's activity.

Caruthersville Shelbina

4 Schools Offer Innovations

School visitations have been sponsored by many Missouri schools, but four school systems, those at Shelbina, Hannibal, Caruthersville, and Savannah, last year offered unique innovations in their programs which may be helpful to schools planning AEW observances for 1953.

At Shelbina, the observance of back-to-school night during AEW last year was part of the Shelbina school system's three-pronged school public relations program. This program called for (1) a public schools bulletin, (2) a "back to-school-night" and (3) a limited home visitation by teachers.

The back-to-school portion of this plan was publicized in a four-page bulletin put out for parents by the Shelbina schools at the suggestion of Supt. Chester C. Calvert. This publicity brought a huge response on the night set aside to entertain the parents.



A simple experiment conducted by M. L. Hahs in one of the general science rooms at Cape Girardeau Central Highschool seems to bring back pleasant memories to parents attending Central's "back-to-school" night program who went to 20-minute classes where they heard discussions and saw demonstrations of school activities.

villevannah, Hannibal, binffer Unique Innovations In AEW Programs



Library Explained at Shelbina

More than 300 parents attended the Shelbina open house and registered to attend five 20 minute "classes" in which teachers explained their courses and answered questions. The new Shelbina school library also was shown and explained to each parent and school policy and objectives were outlined by the school administrators.

A similar "back-to-school" program was carried through last year at Central Highschool in Cape Girardeau, but at Caruthersville Highschool an open house plan was used instead.

The parents visiting Caruthersville high school did not visit the classrooms in groups, but instead remained in the auditorium where a program on the theme "Making Democracy Work" was presented by students and talks on American Education Week objectives were given by the high school administrators and Supt. R. M. Pierce.

Half Holiday Boosts Attendance

To induce attendance at the open house, the Caruthersville teachers instituted a plan whereby a half holiday was given to the
(See Education Week Page 26)

← Mrs. Suella White explains the Shelbina Highschool vocational home economics program to an adult group attending the American Education Week meetings. Two kitchen units with complete modern equipment are installed in this room. Mrs. White also points out the many projects completed by students in her classes.

← At Shelbina, Mrs. Estel Hardy, fourth grade teacher, talks to some of the "pupils" in her "back-to-school" night class. Mrs. Hardy and other teachers explained the activities of pupils in her classroom and answered specific questions about the children and their activities.

The United Nations flag and miniature flags of countries who are members of the United Nations easily made by students.

Students from Other Countries Are Available To Help You Observe United Nations Day October 24

by James L. Lowe



MISSOURI'S high schools have the opportunity to learn more about people of other countries by using students who come to Missouri from all around the world.

Students from almost every country enroll in Missouri's institutions of higher learning. Young people from the far corners of the world come to Missouri seeking knowledge. The Far East is represented by Japanese, Chinese, and Koreans. India and Pakistan send their young people. The Near East is represented by students from Syria, Egypt, and Israel. Students from Africa are studying in our state.

Young people from our neighbors to the South throng to America in large numbers.

These students undoubtedly come to America not only to prepare themselves for a vocation, but also to learn about America and Americans. Their ideas of America, developed in their native countries from motion pictures and tourists, are many times erroneous. In America they spend most of their time in the college or university city and generally do not have the opportunity to see life in a small town. We can help to give them a truer picture of America.

On the other hand, ideas that

Missourians have of other countries are sometimes distorted and prejudiced. Not all of us have the opportunity to visit foreign countries and straighten out our view-points. However, the opportunity is available to meet young people from around the world and enlarge our understanding.

A few high schools have been bringing students from other countries into their schools. For the past three years Trenton Junior College and high school have observed United Nations Week by inviting foreign students to put on an assembly program and meet with the Trenton students.



University of Missouri students from India, China, Hawaii, and Syria gave Trenton Junior College and Highschool students a clearer picture of life in their countries.



A student from Japan, attending Missouri Valley College at Marshall, spoke at a United Nations assembly in Trenton.



A native dance is explained by a student from Hawaii, Jean Serikawa.

Photos by Saale

Whenever possible, the visitors were brought into classrooms. It was believed that more could be gained by allowing the students to meet in smaller groups. Greater opportunity was thus given for asking questions and exchanging ideas. Students on both sides seemed to enjoy the smaller groups even though the most intelligent questions were not always asked. On one occasion, a visitor was stumped with the question, "Do they have hot-rods in Syria?"

After a visiting group had been to Trenton, the students were more interested in studying geography and history, particularly if the subject matter was about a country represented by one of the visitors.

At the first United Nations Assembly in Trenton, the United Nations flag and miniature flags of member states were presented to the school. The Future Homemakers Club secured directions for making the United Nations flag from the National Committee on Boys and Girls Club Work, 59 East Van Buren Street, Chicago 5, Illinois, at a cost of fifty cents. The miniature flags were obtained by a boys' organization in the school from the American Association for the United Nations, 45 East 65 Street, New York, New York, at a cost of one dollar. The flags were later placed on display in the library where the students could examine them.

The expenses of the visiting students were paid by the student councils with the assistance of a community service club or other community clubs. In some instances the assembly was arranged on the day that the Rotary Club met, and the visiting students presented a program for the Rotary Club. Last year, the local chapter of the American Association of University Women helped to sponsor the visit. By sharing expenses the cost was not great for any group.

Help for You

In an effort to develop greater
(See UN Day Page 15)

Destroying Today Our Way To A Better Tomorrow



We are indebted to Superintendent G. E. Dille, Maryland Heights, for the above sketch which is his interpretation of the effect of the Governor's veto.

He says "people in this part of the state are 'burning up' over the veto of the \$9,250,000 school appropriation." (So is the rest of the state, Mr. Dille.)

The Maryland Heights Board of Education has unanimously agreed to support the Springfield Board in its judicial review of the veto.

Other boards of education that have also announced similar positions are Sedalia, Cape Girardeau, Washington, St. Joseph, Doniphan, Belle, Kansas City, Farmington, St. Louis and Cooter.

School Apportionment

The August apportionment of state school funds was larger than the first payment last year. You should know that this is occasioned largely by the fact that this year the first payment will include all of the money certified as available for distribution on August 31. Last year due to a lack of complete data for second level distribution, the State Department of Education paid only the first level apportionment and held the balance until the December distribution. *You should therefore expect the pay-*

ment next December to be correspondingly smaller.

If past performance is repeated, attempts will be made to claim that the schools will receive more state funds this biennium than last without an additional appropriation. In an attempt to prove their point, the amount of money distributed in the first payment this year may even be compared with the payment last year *without recognition of the August funds held over until December last year.*

To contend on the one hand that the veto was necessary to balance the budget and on the other, that the one-third will produce more money for schools than they had last year with the additional appropriation, is to take two extreme positions both of which are absurd. While there has been a small increase in tax collections this year over last, the only reasonable assumption is that the one-third will produce about the same this year as last.

The Missouri Association of School Administrators and the Department of Classroom Teachers have written letters to the Governor calling his attention to the critical school situation and asking that he take steps to rectify the injury to the schools resulting from his reduction of the state school appropriation.

Teachers Enthusiastic About MSTA Group Plan

Outstanding Protection Attracting
Missouri Teachers by the Hundreds As Intensive
Effort to Inform All Continues

THE M.S.T.A. Fall campaign to acquaint all teachers with the comprehensive Group Plan of Income Protection together with Hospital and Surgical Benefits is going over in a big way.

Never before have Missouri teachers been so enthusiastic in their support of the Plan. An attractive booklet describing the need for this coverage, the purpose of this Plan and the benefits available has been sent to members throughout the State. Representatives are working in all districts to call on as many members as possible to explain the Plan and take applications. Members are enrolling now as never before since the Plan was first sponsored.

\$800,000 Paid

Group Accident and Sickness Insurance with Optional Benefits for Hospital and Surgical Expense became an officially sponsored project of the M.S.T.A. nine years ago. Since that time more than \$800,000 in benefits have been paid to Missouri teachers. The plan has proved to be of such great assistance to members who have had the misfortune of being injured or sick, that it seems now that every member should have this protection.

The cost of being disabled has more than kept pace with the inflationary spiral. The need for a cash income during brief or lengthy periods of disability is greater than ever before and without cash benefits to pay hospital and surgical costs one may lose years of financial progress in a matter of weeks or even days. Sound economics and good business judgment indicate that this type of insurance is most essential to the economic security of the salaried worker.

Permanence of Importance

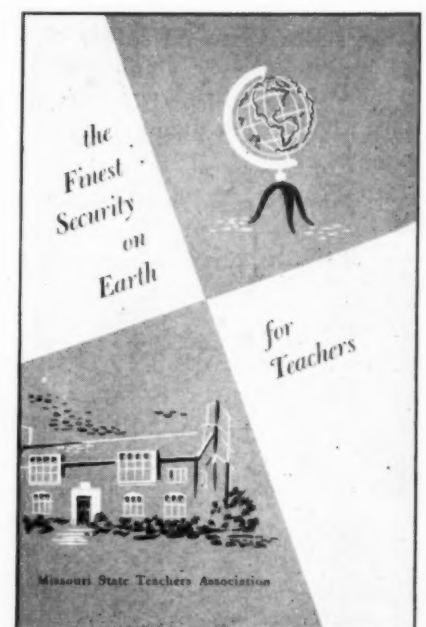
One of the most important advantages of carrying your accident and sickness insurance under the M.S.T.A. Group Plan is the quality of permanence that this Plan gives to your protection in that your coverage cannot be terminated by the Company so long as the Plan remains in force until you retire or cease to be a member, regardless of how many claims you may have. Instead of paying more for this broader and more permanent coverage, teachers actually save a substantial amount compared with the cost of an ordinary individual policy. This is due to the mass purchasing power of the thousands of teachers in Missouri together with the economies of selling and administration effected through the Group method of doing business. These savings are all passed on to the insured teachers in the form of lower premiums. Protection of this quality is not available to teachers other than under the officially sponsored Group Plan of the M.S.T.A.

Our Plan is written on an experience rating basis. The more teachers who are enrolled under the Plan, the better the experience will be, and as the loss experience improves, the cost is reduced or the benefits improved. A typical improvement was made without additional cost as to all claims incurred on and after October 1, 1953—the term for which Hospital Benefits are payable has been increased from 35 days to 70 days.

Recognizing the great increase in recent years in the epidemic of polio and the catastrophic loss this dread disease causes, our Plan has been extended to make available to all insured members an addi-

tional feature providing indemnity up to \$5,000 to pay the cost of hospital bills, iron lung expenses, doctor bills, nurses expenses, transportation and ambulance service incurred as the result of a polio attack. This additional feature may be added at a semi-annual cost of only \$2.00 for the individual member or \$4.00 for the member and all eligible dependents.

Ruth J. Rubel, able Administrator of the Plan, says that her files are filled with letters and notes from teachers expressing complete satisfaction with the Plan and sincere thanks for the prompt, personal and courteous service rendered to claimants. Her only regret is that too many teachers wait too late to apply for the coverage. That is one of the reasons for our big Fall campaign to make these benefits available to a large additional Group of members.



CORRECTION

The booklet pictured above contains a misprint on page 14. The semi-annual premium for the first plan under optional hospital benefits should be \$8.50.

UN Day

(From Page 13)

international understanding the Missouri Council for the Social Studies (the organization of Social Studies teachers) established a committee on the observance of United Nations Day with the author of this article as chairman. The purpose was to encourage and facilitate visits of foreign students to our highschools with the idea that international understanding would be advanced.

Persons at various higher institutions in the state were asked to serve on the committee. The plan was that the committee members would act as contact persons to make arrangements to send or bring foreign students to the local school. In some instances, if there were not sufficient visiting students, the committee member could arrange for a teacher on his college faculty to give a talk about the United Nations.

The committee is composed of the following members:

Prof. Merle Kling, Department of Political Science, Washington University, St. Louis 5; Dr. Clement Holland, School of Education, St. Louis University, St. Louis; President Charles A. Naylor, Harris Teachers College, St. Louis 12; Miss Hattie Eicholtz, Southeast Missouri State College, Cape Girardeau

Dr. John L. Harr, Northwest Missouri State College, Maryville; Dr. Hamilton P. Easton, Northeast State Teachers College, Kirksville; Miss Grace Gardner, Southwest Missouri State College, Springfield; Prof. Roland Lanser, St. Joseph Junior College, St. Joseph

Dean W. Francis English, 210 Jesse Hall, University of Missouri, Columbia; President F. L. McCluer, Lindenwood College, St. Charles; Prof. James A. Burkhart, Stephens College, Columbia; Dr. David D. March, Westminster College, Fulton; Mrs. Hazel Tutt Long, William Woods College, Fulton

Dean Lewis G. Johnson, Central College, Fayette; Prof. U. R. Pugh, William Jewell College, Liberty; Dr. Norman Sun, Park College, Parkville; Mrs. Monia C. Morris, Central Missouri State College, Warrensburg.

Suggestions

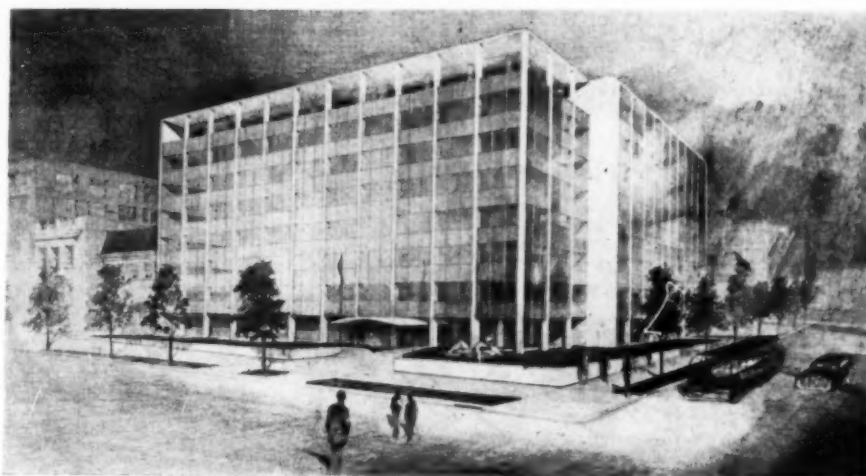
1. Any school desiring a program or wanting a visit by a group of foreign students may write to the nearest member of the committee as listed above.

2. If money is needed to pay expenses of the visitors, have a community service club help sponsor the program.

3. Have school's clubs present a United Nations flag and miniature flags of member nations.

4. An international party could be arranged with students dressed to represent people of different countries. Songs and skits could be presented and favorite foods of different countries could be served.

Proposed \$5,000,000 NEA Headquarters



A campaign is on to raise funds to build a modern headquarters for the National Education Association.

Total cost of this workshop will be \$5,000,000. Missouri teachers are working toward raising their share of \$25,000 by December 31.

The quota for each school district is \$2 per teacher. Methods for raising the money are left to the local districts to determine in the light of their own situation.

Funds from life memberships are being earmarked for support of the building campaign. A life membership in the NEA is \$150 and may be paid in ten yearly installments of \$15 each.

Missouri has had several take life memberships recently. A list was published in the September issue. Others who have become life members from July 1 to August 1 are as follows:

Hazel E. Brooks, University City

John A. Clair, Kansas City
Edith A. Williams Dodd, K. C.
Corinne Jackson, Webster Groves
Berdene Kidwell, St. Louis
Marvin Shamberger, Columbia
Roy E. Taylor, Herculanum
Roscoe Linn Terry, Memphis
Roi S. Wood, Joplin

Building needs of the National Education Association are of major concern to all. To provide adequate working space for the employees of the NEA is a means of helping ourselves.

The new building will be a symbol of strength and solidarity both here and abroad.

Missouri has \$125,000 to raise over a 5 year period. Let's get the first \$25,000 of this in before Christmas.

Send all money direct to the NEA Building Fund, 1201 16th St., N.W., Washington 6. D. C. Please send a report of this to the Missouri State Teachers Ass'n., Columbia, Mo.



Left, consultants for Group I of the MSTA-NEA Conference for Community Teachers Associations meeting in the Bunker Hill dining hall. Right, consultants for Group II met in the Behrens Assembly Hall to outline problems for consideration prior to General Sessions.

Learning **TO POOL** **OUR STRENGTH**

Community Teacher Association leaders in Group I of the MSTA-NEA Conference that met at Bunker Hill, August 10-12.

Group II of the Leadership Conference met in its session at Bunker Hill, August 10-12.





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ference its sessions at
Hill Res, August 12-14.



220 LEADERS of community teachers associations covering Missouri met at Bunker Hill Resort August 10-14 to learn to pool their strength to work more effectively for educational goals.

Divided into two groups, the first met August 10-12 and the second August 12-14. Each group heard a review of the work of the MSTA and the NEA. Present to assist in the workshop were Mrs. C. Wheeler Detjen, president of the Missouri Congress of Parents and Teachers, and Commissioner Hubert Wheeler, State Department of Education.

A touch of international relations and understanding was added to the first group by Mrs. Chun-ok Kim Cho, Dean of Women, Ewha Women's University, Seoul, Korea, and to the second group through Mr. Jim Scholes of the Educational Institute of Scotland located in Edinburgh.

Know-how to be inaugurated at the local level through the community teacher associations was presented to the conference membership through three discussion groups dealing with teacher welfare, public relations, and the community teacher associations at work.

Two films were shown—"Bobwhite Through the Year" and "Skippy and the 3 R's."

An inspirational address by Dr. W. W. Parker, president, Southeast Missouri State College, closed each group session.

Recreation was in order during the brief intervals between sessions. Swimming, boating, horse shoe pitching, shuffleboard, croquet, badminton, hiking and square dancing served to break the routine. Mr. Norman S. Lawnick, University of Missouri, was in charge of the recreation.

→
Recreational Activities for the Leadership Conference are being outlined by Director Norman Lawnick, University of Missouri. Seated L to R are Lawnick and Dr. Belmont Farley, NEA. Standing L to R is Roy Taylor, President, MSTA, Harold Lickey, Marshall, and Everett Keith, Exec. Secy. MSTA.



Mrs. Chun-ok Kim Cho
Seoul, Korea



Honorable Jim Scholes
Dumfries, Scotland



Korea's Ewha Women's University is conducted in tents says Dean Cho who is discussing her nation's educational program with Supt. H. W. Schooling, Mrs. C. Wheeler Detjen, pres. Missouri Congress of Parents and Teachers and Dr. W. W. Parker, Pres., Southeast State College.



Techniques for bringing out participation being planned by chairmen of the three discussion groups on Teacher Welfare, Public Relations and Community Associations. L to R are: Harold Lickey, Marshall; Dr. Belmont Farley, NEA, and H. W. Schooling, North Kansas City.



SECRETARY'S PAGE

St. Louis Meeting

PLANS have been completed for the Ninety-first Annual Meeting of the Association in St. Louis, November 4-6.

On the programs will appear Walter Reuther, President, Congress of Industrial Organizations; Arthur H. Motley, President, Parade Publication, Inc., and Director, United States Chamber of Commerce; Henry H. Hill, President, George Peabody College for Teachers; M. D. Mobley, Executive Secretary, American Vocational Association; Glen G. Eye, Professor of Education, University of Wisconsin; Lawrence G. Derthick, President, American Association of School Administrators; Mrs. Spencer Tracy, Director, John Tracy Clinic; Roma Gans, Professor of Education, Columbia University; William G. Carr, Executive Secretary, National Education Association; and Billie Davis, writer and youth leader.

Special features of the Convention include a Rodgers and Hammerstein Musical Festival, television demonstration, audio-visual clinic, square dance, and lobby sing.

Membership receipts will be required for the Rodgers and Hammerstein Musical Festival. Adults, not members, will be admitted for \$1.50 and children below twelve years of age for \$1.00. The charge is being made to help defray the cost of the program.

Splendid programs have been arranged by the thirty departmental groups and Friday afternoon will be a time when teachers will receive professional stimulation and growth in their own teaching fields.

Reservations are in to guarantee the largest and best exhibit ever. The exhibit is recognized as a vital part of the Convention, making a real contribution.

The Assembly of Delegates meets on Wednesday at 9:00 A.M.

Committee reports now being printed will be mailed to all delegates and alternates previous to the meeting. Copies will be avail-

able to anyone interested, immediately following the Convention.

If you have not already made hotel reservations, you should do so immediately. A total attendance of from sixteen to eighteen thousand is expected.

The Veto

Action will be taken after the Dec. apportionment by the Springfield Board of Education on behalf of all school districts of the State to secure a judicial determination by the Supreme Court of the Governor's veto of the school appropriation.

Other boards taking a position in this respect include St. Joseph, Doniphan, Washington, Cape Girardeau, Cooter, Sedalia, Kansas City, Belle, Farmington, Maryland Heights, and St. Louis.

The whole issue is whether we shall go forward or backward as far as state support is concerned. The rank and file of citizens in every community should be thoroughly informed as to the issues involved. If space permitted, mention could be made of the fine work being done in many places. When a Governor has absolute control of school appropriations there can be no satisfactory guarantee of stability of state support except by constitutional prescription as is the case in California.

Early payment of membership dues is helpful to all concerned. The first three schools to report 100% were Senath in July, Memphis and Central (Kansas City) early in August.

The Executive Committee met on September 19, to review reports of other committees and to complete plans for the St. Louis Meeting. The Resolutions Committee meets on Oct. 3.



by Raymond A. Roberts,
Director of Supervision, State
Department of Education

"Once upon a Time" is the universal beginning of most stories and books for children. The phrase is ageless in origin and no one knows why the original author used this beginning. "Once upon a Time," read in a low tone, has quickened the heart beat and brightened the eyes of millions of children throughout the world for ages and ages.

Once upon a time, well it was really in the days of '85 (sixty-eight years ago), a group of teachers meeting in Pertle Springs, Mo., conceived the idea of a teachers' reading circle program. Apparently the plan worked most successfully, because in 1892 the program became a service sponsored by the Missouri State Teachers Association, and was called "The Teachers and Pupils Reading Circle Program."

The teachers were required to read six books a year: three books

Teachers visit the book stacks at the Missouri State Teachers Association to examine some of the 1100 carefully selected titles from 91 publishing companies scattered over the U.S. The value of the service in bringing together and making available from one point these books is remarkable.

Group	Number of Books in Each Grade								Total
	1st	2nd	3rd	4th	5th	6th	7th	8th	
A Literature and Fiction	6	6	5	6	7	8	8	8	55
B Social Studies	2	2	6	6	7	8	8	8	47
C Fine Arts	2	2	4	4	4	4	6	7	33
Total	10	10	15	16	18	20	22	24	135

on pedagogy and three books on culture. The children were required to read two books a year.

To become a member of the reading circle program the pupils were required to purchase the books for each grade each year. This was done for the purpose of encouraging home and neighborhood libraries.

The present day requirements, by grades, are listed above.

The first page of the Pupils Reading Circle catalog is shown on the right. Copies are sent to city and county superintendents for distribution to teachers. Books are geared to the State Courses of Study. A teacher can tell the number of pages of a particular book that will help in teaching a specific unit.

(See Once Upon A Time Page 27)

All books are new. No used or sample books offered for sale.
Prices quoted are subject to change without notice.
1935-36

P. R. C. ORDER BLANK

For Books Sold by
Pupils Reading Circle A Department of Missouri
State Teachers Association
COLUMBIA, MISSOURI

Order for School Dist. No. _____ of _____ County

Clerk of Dist. _____

P. O. Address of Clerk _____

Books to be sent to _____

P. O. Address _____

Date of Order _____

Enclosed is _____

If money is not enclosed with order, please give approximate

date on which payment will be made _____ 19__

This order has the approval of the School Board.

Signature of the person making

order. Indicate which ☐ Supt. or Pres. or Clerk or Teacher

Address all Orders to

Missouri State Teachers Association

EVERETT KEITH, Executive Secretary

COLUMBIA, MISSOURI



Teachers Building, Columbia, Missouri
407-9 South Ninth

Total amount of order _____

WE PAY POSTAGE

COPYRIGHT 1935 Missouri State Teachers Association

Amounts
Page

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P. 2. _____

P. 3. _____

P. 4. _____

P. 5. _____

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Items of Interest

Shirley Kohn of University City is the new kindergarten teacher in Maryland Heights.

O. A. Kelim, superintendent Stewartsville public schools, has announced the addition of a home economics department. Two units will be offered.

Marple Agee, superintendent of Wentzville consolidated school district, has announced the merger of the Wentzville and Meridian school districts. Recently these districts voted 129 to 16 to approve the merger.

Eunice Meinershagen, of St. Louis, has been appointed by the Maryland Heights board of education as teacher of third grade. She succeeds Mrs. Helen K. Davis, who resigned to join her husband who was transferred to Illinois.

Janice Ebert, of Gashland, has been appointed instructor in physical education for women at Park College. Last summer she was a member of the public recreation program in North Kansas City. In 1949 she taught physical education and health at Northeast junior high and Central high in K.C.

Mrs. Marie Davis, St. James, Ark., has been employed as fifth grade teacher in Maryland Heights.

Roy V. Ellise, quartermaster at the Sewanee Military Academy, Sewanee, Tenn., recently sent in annual dues for his membership and that of Mrs. Ellise. Mr. Ellise taught during the summer at the Blue Mountain College in Mississippi. He is a former Missourian.

Paul D. Rogers, superintendent Lawson public schools, has announced the district is erecting a new industrial arts building of modern design. It will house a general shop as well as planning and storage rooms. The planning room will be used as an elementary room this year. A new elementary building for next year is now in the developing stage.

Howard Leech, county superintendent of schools, Livingston County, has announced several committees made reports at the first faculty meeting of rural teachers held this year. These covered the report card, conservation of time, testing and records.

Earl Renfroe, formerly fifth grade teacher in an elementary school at Brentwood, has been appointed by the board to the principalship of elementary grade school No. 1 in this district.

Ray T. DeVilbiss, music instructor, Winterset, Iowa, goes this year to the

University of South Dakota, Vermillion, S. D., as director of band and assistant professor of education. He formerly lived in Columbia and taught at Unionville.

Ernest A. Dunning, of St. Johns, has been appointed mathematics teacher in the Webster Groves public schools.

John Heytman, of Maryville, has been elected social studies teacher and guidance counselor for the Ste. Genevieve highschool.

Sidney S. Peglar, superintendent Mokane schools last year, is now serving as teacher of science and junior highschool principal at DeSoto.

Marvin Hershey, Higginsville, is the new science teacher in the Excelsior Springs highschool.

Kay Kilpatric, of Poplar Bluff, has been employed as a commerce teacher at the Hannibal highschool.

Artie Weeks, of Gerald, is the new superintendent of schools at Miami.

Edna Beezley, vocational home economics teacher for the past 13 years at Canton, resigned in order to accept a similar position in the Exeter highschool, Exeter, Calif.

Beula Huey, of Columbia, a recent graduate of the University of Missouri, has been appointed to teach commercial subjects in the Mokane highschool.

H. Chandler Monroe, of Hannibal, has been appointed speech and dramatics instructor at Culver-Stockton College, Canton.

Georgia Sewell, of Columbia, has been elected by the Harrisburg board of education to teach vocational home economics in the highschool.

Laura Thomure, Spanish and English teacher for the past three years in the Mexico highschool has resigned to accept a similar position in the Carlinville, Ill., highschool.

J. W. Yates, a graduate of the University of Missouri, has accepted a position in the psychology department of the St. Cloud, Minnesota, teachers college.

Wallace Ramsey, of Bolivar, has accepted a position in remedial reading work in the Illinois University, Normal, Ill.

Henry A. Edwards, superintendent at Marston for the past three years, has

resigned to become head of the Humansville school system.

Ewell Alexander is the new elementary school principal at Mt. Vernon.

Orville R. Findley, principal of the Kahoka highschool for the past three years, is now highschool principal at Hamilton.

Suler E. Ryan, a former school superintendent in Missouri and last year professor of education at Sam Houston State Teachers College, Huntsville, Texas, has accepted a new position as secondary educational consultant in the office of the county superintendent of schools, Martinez, Calif.

Robert Filbeck, for the past five years boys' counselor in the senior highschool, Springfield, is now assistant director of student affairs for men, University of Missouri.

Phyllis Ann Phillips, of Stanberry, is the new music instructor in Salisbury public schools.

Albert Hart, teacher of vocational and industrial subjects and counselor in the Ava highschool for the past seven years, has resigned to become social studies teacher and guidance counselor at Buffalo.

Mrs. Ethel W. Morgan, a student at the University of Missouri, has accepted a position as teacher of diversified occupations in Milan.

Oscar Norieul, of Illinois, has been employed as teacher of physical education for boys and baseball and basketball coach at Maryland Heights.

Dr. John W. Dowdy, president Southwest Baptist College, Bolivar, spent the month of June in Hawaii delivering the Bible lessons and evening messages at a summer assembly. He visited on five islands and preached in churches on these islands.

Last September 22 Southwest Baptist College dedicated its new library and science building. The school recently let a contract for the construction of a girls' dormitory and dining hall costing \$203,931.

Hubert Filley, principal of the highschool at Crete, Neb., for the past 8 years, replaces Don Edwards as principal of the Brentwood highschool.

Marilyn Herpel, Brentwood special teacher in elementary physical education, won the Missouri State Golf Tournament for women this summer. She advanced to the semi-finals in the National Women's Tourney at Colorado Springs.

RECORDINGS FOR PROGRAMS

Your Association has recently secured two new recordings that are useful for programs and radio transcriptions.

"Passing of the Hickory Stick" is the title of one. It points out that the rod is spared in present day school discipline and the guilty are punished without suffering bodily injury or personal disgrace.

"Yes, Mr. Walker" is the title of the second which relates Henry Walker's dreams of what could happen to academic freedom if unsupported charges were believed.

These recordings, produced by the National Education Association are to be played at 33 $\frac{1}{3}$ rpm and have a playing time of 13 $\frac{1}{2}$ minutes each.

For scheduling send request to this magazine.

New Student Art Project

The first five months of this school year the U. S. Treasury Department offers a new art project to schools. It is called **Future Unlimited**. The final date for submission of entries is February 2, 1954.

Fundamentally, this project is not a mere contest but an educational activity to focus attention on the concrete advantages to be gained from pupils' investing in U. S. Savings Stamps and Bonds. Recognition will be given to the winners, however, in state and national displays under the auspices of the U. S. Treasury Department.

Students are urged to give their creative artistic ability free rein in picturing their hopes for the future and the definite goals toward which they are working through the practice of personal thrift and regular investment in Savings Stamps and Bonds. Perhaps these will be material, such as a new camera or bicycle, a tractor, funds for art or music school, college or travel; perhaps they will be idealistic goals, such as scientific achievement, national security or world peace.

Every student in the continental United States and also Hawaii, in grades 4 through 12 inclusive, of any public, parochial or private school, is eligible to participate. Missouri boys and girls, because of the good School Savings Program in many of our schools, will be particularly interested.

The art work may be done in any desired medium, such as ink, crayon, pencil, water color, tempera, etc. Either poster illustration or cartoon style may be used. The finished work should not be larger than 12 by 18 inches.

A more detailed description of the "Future Unlimited" art project, with complete instructions and an enrollment coupon, is given in the **School Savings Journal** for Fall, 1953, now being distributed. These may also be obtained by writing the U. S. Savings Bonds Division, 330 East High Street, Jefferson City.

TEACHERS: If available NOW or for the SECOND SEMESTER, now is the time to enroll with us. We are the only teachers agency carrying advertising in every issue of the School and Community. Our agency is the one which can serve you best. Free Enrollment—write us NOW for Enrollment form. Let us help you in finding just the position desired.

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ENJOYABLE LEARNING EXPERIENCE

A suggestion we hope you find interesting and useful



What's the Weather Going To Be?

There's a novel little weather guide full of information. It's fun to own. Young folks are sure to be delighted with it because they will be able to make predictions with surprising accuracy.

Here's a fascinating little booklet that's useful and educational as well as fun for young people to possess. It is called **HOW TO FORECAST THE WEATHER**. You go by sky and wind.

Clouds foretell the weather and the wind brings it, it seems. Sunset sky gives next day's weather. Morning sky foretells that day.

Within the pages of this guide are 16 excellently reproduced, beautiful color photos of skies and clouds, at different times of day under varying conditions.

If further interested—Booklet described above **HOW TO FORECAST THE WEATHER**; 5 $\frac{1}{4}$ " x 3 $\frac{3}{4}$ "; is so small and flexible it can fit into a wallet. With 16 color photos; tips and hints. 10¢ postpaid. Just write J. W. RUBIN, P.O. Box 8615, Richmond, Virginia

YOUNG PEOPLE JUST NATURALLY enjoy the refreshing treat of wholesome Wrigley's Spearmint Gum. The delicious flavor satisfies yet won't hurt appetite, and the chewing helps keep teeth nice and clean. Try it!



\$50 CONTRIBUTED TO BUNKER HILL

The Carrol County Community Teachers Association at a recent meeting voted to contribute \$50 to Bunker Hill Ranch Resort according to County Superintendent J. A. Burnside.

Officers of the county teachers association recently elected are: president, Supt. O. E. Jordan, Hall; vice-president, Mrs. Eda Minnis, Carrollton; secretary-treasurer, Sara B. Stamm, Norborne.

ANNOUNCES UN CONTEST WINNERS

Winners of the Highschool Contest in Missouri sponsored by the United Nations have been revealed.

In the St. Louis area the winners were Roy Pfautsch, Roosevelt Highschool, St. Louis, and Ronald Gorman, Hanley Junior Highschool, University City. State winners were, Wilma Ann Suhr, Mexico, and Lynne Marie Fisher, Central Highschool, Kansas City.

Honorable mention went to Mary Jane Kuefler, St. Joseph's Academy, Clayton; Barbara Louise Volk, St. Joseph's Academy, Clayton; Bob Wurtz, Webster Groves Highschool; Jeanette Fernandez, Notre Dame Highschool, St. Louis; Gary Weissman, Hanley Junior Highschool, University City; and Susanne Williams, Central Highschool, St. Joseph.

Interest was greater in last year's contest than ever before with 92 schools in this state taking part.

MAKE HOTEL RESERVATIONS FOR STATE CONVENTION

Have you made your hotel reservation for the State Convention of the Missouri State Teachers Association to be held in St. Louis Nov. 4-6, 1953?

You are urged to make your reservation immediately on the hotel application blank published in the May, 1953, issue, page 20, and the September, 1953, issue, page 48.

TEACHING IN JAPAN

Miss Delta Barker, of Ava, Mo., sailed for Japan via Seattle August 14, to teach in the American Air Force School. Miss Barker recently returned from a two-year teaching assignment in the American Dependent Highschool in Frankfurt, Germany. There she taught music and English.

Miss Barker is a graduate of the Ava Highschool, the University of Kentucky and did her graduate work at the University of Missouri.

She is the daughter of Mrs. Anne Agnes Barker, librarian at the Highschool in Montgomery City, Mo.

RUFİ VISITS FOREIGN COUNTRIES



Dr. John Rufi

Dr. John Rufi, professor of education, University of Missouri, has left the United States to visit several foreign countries.

Dr. Rufi has been invited by the War Department to visit Formosa, Japan, Philippine Islands, and Korea.

He left Missouri October 1, and anticipates that he will be gone about one month.

Year before last Dr. Rufi was on a Fulbright scholarship and spent the year in Turkey. Previous to that he had been invited by the State Department to act as educational advisor in Germany for several weeks.

LILBOURN GETS NEW AUDITORIUM

The Lilbourn Consolidated School District recently completed a \$150,000



American Heritage Series

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A Major Series of Books About America that

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- provides easy to read source material with a minimum of reading resistance and a maximum of interest
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Available through Missouri State Teachers Association, Columbia, Missouri
See them at District and State Teacher's Meeting—Book Exhibits

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auditorium gymnasium according to superintendent Max Timmons.

Seating capacity for an athletic event is 2,500 and could be stretched to 3,000 during a convention.

Provision has been made for four dressing rooms with toilet and shower facilities in each; a large stage with a 50-foot opening; four storerooms, a concession room and a suite of three offices.

APPOINTED TO AASA COMMITTEE

Two Missouri superintendents have been appointed by president Lawrence G. Derthick to serve on the Advisory Council of the Missouri Association of School Administrators.

Superintendent A. L. Crow, Jefferson City, and Superintendent Frank Heagerty, Lebanon, have each been named to a three year term on the council.

ORATORICAL CONTEST

The American Legion Department of Missouri has again announced that it will sponsor an oratorical contest among highschool students of the state of Missouri.

The contest will be conducted on a basis of successful eliminations first by schools, second by counties, third by districts, and fourth by zones. The four zone winners will compete for state honors and prizes at a final contest to be held at Jefferson City.

The first round of eliminations in

the schools must be completed by January 30. The last of the elimination contests must be over in the zones by February 27.

The four zone winners will be awarded the following cash prizes: first prize, \$100; second prize, \$75; third prize, \$50; fourth prize, \$25. Additional awards and medals are also provided for.

For additional information write to O. E. Blankenbaker, chairman, American Legion Oratorical Commission, 471 Clemens Avenue, Kirkwood 22, Missouri.

CMSC GRADUATE CLUB OFFICERS

Graduate club officers for the summer of 1953 were: president, Bennie Fugate, Springfield; vice-president, Fern K. Crellorn, Lexington; secretary-treasurer, Irene Renner, Kansas City; historian, Jim Phillips, Rich Hill; sponsor, Dr. Reid Hemphill, Warrensburg.

HANDBOOK FOR PARENTS

The Springfield public schools, under the direction of superintendent Willard J. Graff, recently issued a manual designed to assist parents as they help to guide their children through formative years in the elementary schools.

The 32-page booklet is well organized and contains several illustrations to make the pages more readable.

BRITISH AUTHORITY UNESCO LECTURER



Dr. S. E. Gerard Priestley

Dr. S. E. Gerard Priestley, distinguished British authority on international and human relations is being sponsored for lectures in Missouri during September and October by the Missouri Coordinating Council for UNESCO.

Dr. Priestley has lived and traveled in 37 countries on four continents. He has lectured on some 150 college campuses in the U. S.

He is especially interested in the work of UNESCO and in the economic and social problems of the underdeveloped areas of the world.

To secure his services and for further information, write Evelyn W. Runyon, executive secretary, Missouri Coordinating Council for UNESCO, Central Missouri State College, Warrensburg, Missouri.

A test that children like to take

DAVIS-EELLS GAMES

A new test of general intelligence or problem-solving ability for grades 1 to 6

BY **ALLISON DAVIS AND KENNETH EELLS**

An outgrowth of the findings of the Chicago studies of intelligence and cultural differences.

Child-oriented problems provide high interest and motivation for all children.

Content is familiar to all urban cultural groups.

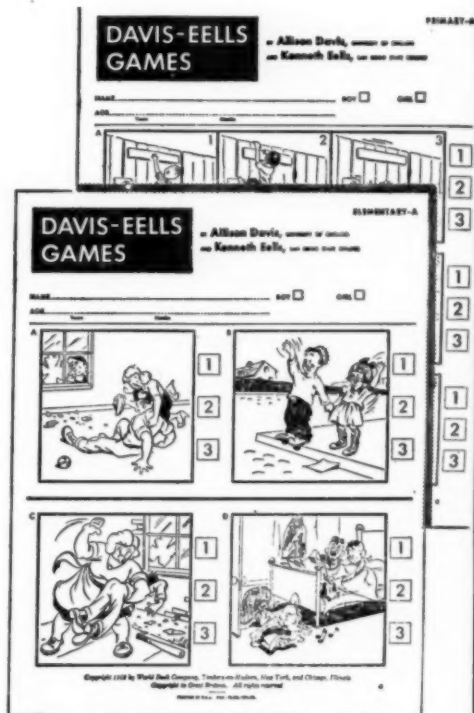
Performance is independent of reading skill, school instruction, or speed of response.

Wide range of problem situations permits peak performance by children of various ability levels.

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State Representative



DEATHS

JAMES WALTER TETRICK

James Walter Tetrick, 65, died suddenly at his home in Springfield on August 21.

Since 1929 Mr. Tetrick had served as representative of the Ginn Publishing Co. in this state.

Prior to his service with the publishing company, Mr. Tetrick was superintendent of schools at Deerfield, Milo, Bronaugh, and Houston.

In 1924 he became a member of the

State Department of Education where he was elementary and highschool supervisor under state superintendent Charles A. Lee.

Mr. Tetrick was a member of Pi Beta Alpha fraternity and of the Zeta Chapter of Professional Bookmen of America.

LOTTIE CAMERON

Miss Lottie Cameron, principal of the Mt. Vernon elementary school for approximately 8 years, passed away last June as a result of injuries received in a car accident.

She had been in the Mt. Vernon school system for 34 years.

MRS. HARRIET MOTSINGER

Mrs. Harriet Motsinger, 64, a teacher at Benton school, in Columbia, died August 29 after an illness of several months.

She had been a teacher in Columbia public schools since 1928. For the past few years she had taught the sixth grade at Benton.

Mrs. Motsinger was born in Morgan County, Ind.

MRS. CECILE B. OWEN

Mrs. Cecile B. Owen, wife of Jesse O. Owen, passed away May 16, 1953, in the Pike County Hospital, Louisiana, Mo.

Mrs. Owen began her teaching career at Mill Grove, Mo., in early life. In September, 1920, she and Mr. Owen entered Culver-Stockton College at Canton and both were graduated with A.B. degrees in June, 1925. They moved to Clarksville, Mo., where she taught English and social studies for 25 years.

After the re-organization of R III, Pike County, she continued to teach for one year and at the beginning of her second year she had to give up teaching on Sept. 28, 1951, and was confined to bed until her passing.

MRS. SADIE CRITES

Mrs. Sadie Tankersley Crites, 78, of Parma, a primary teacher in Southeast Missouri for 25 years, died of a heart ailment July 26 at Parma.

She received her education in the public schools of Lutesville, Will Mayfield College in Marble Hill, and State College in Cape Girardeau. She taught in Madison, Iron, Dunklin, St. Francois and New Madrid county schools.

Mrs. Crites was a correspondent for the Southeast Missouri News for 10 years and also wrote contributions for other publications. Below is a poem which she wrote that was read at her services.

CONSECRATION

Take our lives and let them be
Working for Christ on land and sea;

Take our minds and let them dwell
On Christian work we must do so well;

Take our eyes and let them behold
The kindness of a Godly Soul.

Take our hands and let them do
The work of the noble, good and true;

Take our lips and let them sing
Glory to our Heavenly King.

Take our hearts and let them move
At the impulse of Thy love.

Take our feet and let them trod
The narrow way to Heaven and God.

Take our lives and let them be
Doing Christian work for thee;

Take us as a whole and let us be
Consecrated, Dear Lord, to Thee!



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...70 YEARS OF SERVICE

IT WAS IN 1883 that a group of men started a little electric plant known as the Kawsmouth Electric Company . . . with one 60-horsepower dynamo, less than four miles of overhead lines and five employees. This was the beginning of Kansas City Power & Light Company.

Now — 70 years later — Kansas City has become the hub of a vast electric power network. And "The Light Company" serves more than 240,000 homes, farms, offices, stores and industrial plants. It has 2500 employees. Its common stock is owned by more than 10,000 shareholders some of whom live in every state. Yet, one out of every five lives within the area served by the Company.

To meet the ever-growing needs of its customers, Kansas City Power & Light Company started an eight-year construction program in 1947 . . . calling for an investment of 140 million dollars.

This is our 70th year of service. We pledge anew to provide all the power our customers need . . . at the lowest rates possible for maintaining a modern and efficient electric system, fair pay for our employees, and a reasonable return to our investors whose savings have provided the means to carry on and expand our business.

KANSAS CITY POWER & LIGHT COMPANY

RETIREMENT NEWS

How to establish credit in the Public School Retirement System for teaching service outside Missouri

ONE of the provisions of the Retirement Law which became effective on August 29, 1953 pertains to credit for services rendered outside the state of Missouri.

A member who has rendered service as a teacher outside Missouri after July 1, 1946 may purchase equivalent membership service credit but not in excess of ten years. The member must not be eligible to receive retirement credit or benefits for such service in any other teacher retirement system. The election to secure credit must be made within one year after his employment as a teacher in a district included in this system or before July 1, 1955 and prior to retirement, whichever is later. The purchase will be effected by the member paying to the retirement system with interest the amount he would have contributed had he been a member for the number of years for which he is electing to purchase credit. The amount is determined by applying the contribution rate in effect at the time of election to the annual salary rate at which he is initially employed.

The payment may be made in a lump sum or it may be extended over a period not longer than the period of membership service credit being purchased measured from the date of election. If the payment is extended, interest shall be charged on the unpaid balance.

A member may not receive benefits for any period of teaching service outside of this state which exceeds in length his period of membership service in this system after the date of election to purchase.

One who has rendered service as a teacher outside of Missouri prior to July 1, 1946 may qualify for not more than five years equivalent prior service credit provided that he purchases equivalent membership service credit for all his allowable service as a teacher after

July 1, 1946. The prior service credit is allowed without contributions by the member if he has not served as a teacher outside of this state after July 1, 1946. The total of all credit allowed for teaching service outside of this state may not exceed ten years.

Retirement System members

who have rendered services outside of Missouri and who desire to receive credit for such services should write the Public School Retirement System, P. O. Box 268, Jefferson City, for forms to be used in claiming this credit.

Retirement System members who have rendered service as teachers in Missouri before July 1, 1946 and who have not claimed credit for such service should request the form for this purpose from the retirement office.

You Are Cordially Invited to Visit the Allyn and Bacon Exhibit at the St. Louis Meeting of the Missouri State Education Association—Booths 87-88.

SAM SPEES, Representative

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Geography of Today's World

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Each Book Tested by Elementary Teachers for its
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Education Week

(From Page 11)

homeroom which had the largest percentage of parents in attendance. The auditorium was full.

At Savannah last year an even more novel idea was used to attract attention to American Education Week activities. No traditional back-to-school night or open house was held, nor were special AEW window displays placed in the store windows of the town merchants.

Instead daily programs on the 1952 AEW theme "Children in Today's World" were broadcast over the school's public address loudspeakers placed on the roof of the school building. Tape recordings were made and replayed over the public address system.

Programs Heard Mile Away

Since the Savannah school is located on one of the highest points in town, the volume of the

public address system was sufficient to carry the programs to patrons within a mile radius of the school.

More than 150 children from all grades and classes were given an opportunity to participate in either the planning or broadcasting of the seven daily programs. Patrons of the school also assisted.

Another school system which used American Education Week to advantage was the Hannibal system. A central committee appointed by Supt. E. T. Miller laid out a program which emphasized parent-teacher conferences.

A new method was tried to encourage parents to attend parent-teacher conferences during AEW. Some of the parents were invited to these meetings by telephone, and of those called on the phone, 100 per cent attended the conferences.

Clubs Cooperated in Program

The Hannibal school encourag-

ed community organizations to plan their regular meetings in the schools during American Education Week, and several churches also cooperated by directing sermons and readings toward educational themes.

The smaller parent-teacher meetings were found more successful at Hannibal because parents felt more questions of prime interest were aired than at the larger open house. Parents were encouraged to look into the personal file of their children and the students "record" was explained by teachers.

These are but a few ways that American Education Week activities have been made effective in Missouri schools. Each community will have its own ideas and plan. Whatever method is used to get across the program of the school, American Education Week has shown its value many times multiplied in increasing community interest and understanding of American educational problems.

MOSBY BOOKS in Physical Education

Staley's

PHYSICAL EXERCISE PROGRAMS

Here is a new book designed for teacher education classes and leaders club groups dealing with programs in physical exercise. It will serve equally well as a source book for practicing teachers engaged in directing classes in this type of work. It will be particularly helpful to those searching for improved methods of teaching and management—new programs—new variations of old programs—and new exercises.

300 Pages, Illustrated.

Price, \$5.00

Fielder's

THE RHYTHMIC PROGRAM FOR ELEMENTARY SCHOOLS

Contains material that is not highly technical, so that it may be used by one who is not a specialist. The music is simple enough to be played by those who are not proficient musicians. It embodies the various phases of a well-rounded program of rhythmic activities—suggesting time for each phase and showing the interdependence of all.

270 Pages, Illustrated.

Price, \$3.50

Armbruster's

BASIC SKILLS IN SPORTS

For Men and Women

It is apparent that few if any individual sports skills activities are today being taught in a great many of our smaller schools, as evidenced by the need of college freshmen for intelligent basic instruction. This book has therefore been written to aid those beginners who have little or no knowledge of a sport, as well as to help in improving performances of those beyond the beginner level. Teaching and learning technic procedures are presented logically, clearly and distinctly. The book will be a boon not only to the basic skill student but also to the semi-professional teacher-training student who is expected to know and perform with competency in all areas of the sports skills.

325 Pages, Illustrated.

Price, \$3.50

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SCIENTIFIC PUBLICATIONS

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Once Upon A Time

(From Page 19)

In this program the books are supplied by the school district. There are hundreds of books published each year from which teachers and boards of education may select books for their program. A committee of the Missouri State Teachers Association publish annually an approved list of books for the purpose of implementing the program.

It occurs to the writer that school administrators and teachers are not taking full advantage of the program. The participation is about 20 per cent or 84,000 pupils of the total state enrollment in grades one to eight. Approximately 300,000 pupils in the state have not been given the opportunity to participate.

Would it not be a fine thing if we were certain that all pupils completing the elementary school

in this state had read the 135 Reading Circle books which constitute a balanced reading program?

What Is It?

Once upon a time, not many months ago, a teacher asked the writer, "What is the Reading Circle program? Does it take much extra work?" Perhaps many other teachers have these same questions.

The Pupils' State Reading Circle Program is a cooperative enterprise of the Missouri State Teachers Association and the State Department of Education. The primary purpose of the program is to encourage the pupils in all elementary schools of the state to read extensively during leisure time at school and at home.

In administering the program in the classroom, the teacher will need to help the child keep a card file on the books read. A written report of each book read is not necessary. If this practice is overstressed it may destroy the child's interest

in participating in the program. There are many more interesting ways of determining whether the child has read the book and how well he has comprehended what he has read.

The approved book list is classified by grades, as well as by groups. It is understood that most children will select books appropriate to their grade level, but a child's reading level should be given more consideration than grade level in selecting books for reading. For example, if a poor reader in grade four develops an interest in qualifying for membership, and he is able to read the required number of books on third-grade level, he should be given consideration by his teacher for membership. The intrinsic value lies not in how the pupil qualifies, but rather in improving the child's interest in reading and thereby improving his reading ability.

"Once Upon a Time" published and distributed by the State De-



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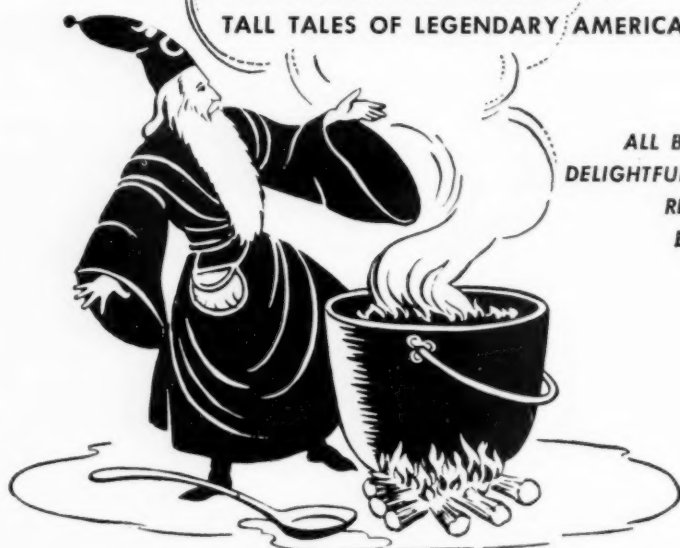
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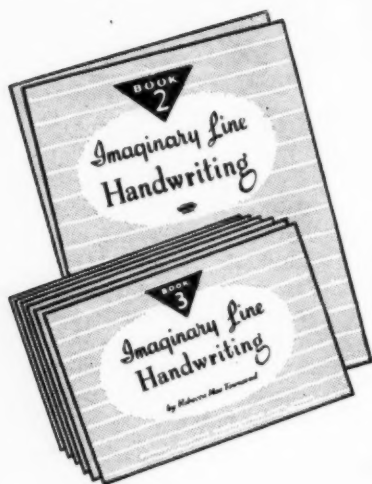
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DELIGHTFUL, EXTENDED
READING FOR
EVERY CHILD

THE WONDER STORY BOOKS

FOR GRADES 1 through 6

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New! A COMPLETE
PROGRAM FOR GRADES 1-8

Imaginary Line Handwriting

BY REBECCA MAE TOWNSEND

- ★ Provides specific guides for developing legible handwriting
- ★ Utilizes the plan you have always used to help a child write, but you had him keep the lines in his mind
- ★ Isolates skills and provides functional exercises to develop them

This new series aids the student in attaining desirable legibility in keeping with his ability and provides materials that enable him to see in detail the image of each letter or word as well as the movements necessary in forming letters and words. *Books 1 and 2* are Worktext for manuscript writing, and *Books 3-8* are texts for cursive writing.

Many features distinguish these books from ordinary handwriting books: (1) organization on the basis of skills to be developed; (2) use of Imaginary Lines to help the child visualize correct letter form, height, alignment, spacing, and size; (3) use of color—red and blue in addition to black—for instructional purposes—to name a few. Write for additional information, or send your order today. *Books 1 and 2: List, 40c; Net, 30c. Books 3-8: List, 24c; Net, 18c. Manual: List, 40c; Net, 30c.*

Paul P. Priddy, State Representative

The Steck Company Publishers AUSTIN, TEXAS

partment of Education which explains the program fully. County and city superintendents should have a supply of them in their office. If not, write Raymond A. Roberts, Director of Supervision and Elementary Curriculum, State Department of Education, Jefferson City, Missouri.

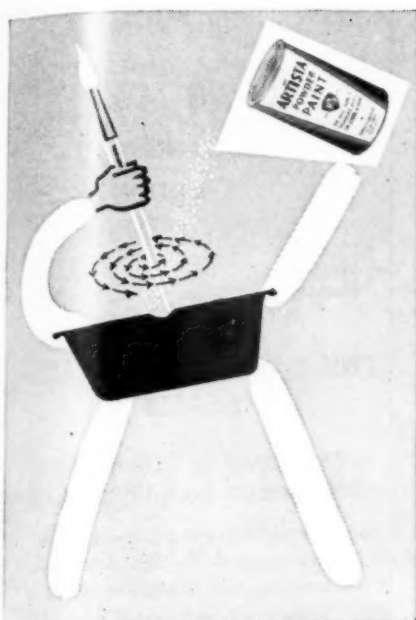
This "Once Upon a Time" story, that began in Pertle Springs, has gone on and on, and has grown and grown for 68 long years. The story will never end, but more and more children should be given the opportunity to become acquainted with the joy, excitement, relaxation and information introduced by this universal phrase, "Once Upon a Time."

Counseling (From Page 9)

fundamentally the same goal. We are interested in John or Mary's welfare. Tell us how you see the problem, or the difficulty.

All of the factors which promote a good relationship should be kept in mind: Privacy, assurance of the confidential nature of the interview, openness, the assurance that all matters may be discussed. There should be sufficient time and leisure. Any limits imposed by the counselor's position on the confidences that the parent volunteers should be mentioned. If the counselor must discuss the matter with someone else, this should be frankly stated.

The conference with the parent is not a session in which the counselor tells the parent everything the son or daughter has said. There are confidences between the student and counselor which must be respected. This need not be an issue. A statement such as the following should indicate that the counselor does not think it is necessary to discuss the contents of his interview with the student, that any good effects were intrinsic to the interview itself. "Mary and I had a good long chat. Students often feel better when they can talk out their feelings."



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A PROGRAM PROBLEM

For a list of free films, recordings and radio programs see *School & Community*, September, 1953, page 51.

SIMPLIFY YOUR TEST SCORING

Score your tests the MARX-ALL SCOREMASTER way! Don't waste long hours scoring standardized tests. Have daily or weekly teacher-made tests scored and returned to pupils in less than 5 minutes. Each correct answer positively marked for diagnostic use. Write.

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Contrary to some popular opinion, it is not the parent who talks freely or who is belligerent who presents the greatest difficulty. It is the parent who is reluctant to talk. It is in this case that the relationship is a real problem. All of the skill that the counselor can muster, must be used to encourage the parent to open up. It should be made clear to her that her opinion is important, that she can talk freely, and that her feelings and attitudes are understood.

It may help the relationship by beginning the interview with the *positive traits* about the child discussed. If the youth is a good athlete or has a good social manner or has good potentialities, this might be an opening to the interview. Sometime during the session it might be well to point out to the parent these positive aspects of the child. It is unfortunate to talk only about problems or negative traits, and not see the student as a total personality. This positive note followed by a silence—which is often a good starter—may encourage the parent to take the initiative.

Release of Tensions and Feelings

The interview can be structured in such a way by the counselor so the parent will realize she has a sympathetic, friendly, understanding listener. A counselor might say briefly to the parent who has asked for the interview something to the following effect, "I'm so glad you called me, Mrs. Jones," or "A teacher can better understand his students by knowing their parents and I'm always happy to talk with parents." He might add then to indicate that it is Mrs. Jones' conference, "Suppose I be the listener," or, "I'll be interested in what you have to say to me." The counselor always makes such introductions in his own words so that she will feel comfortable in saying sincerely what she feels.

When the parent initiates the conference, the release of tension

State Approved Missouri CUMULATIVE RECORD FORMS

Available in separate forms for grade and high schools. These forms provide pertinent data for child guidance.

Form 99, for use in grades 1 to 8 inclusive is printed on substantial white bristol board, size 8½x11 inches. Will fit in folder form 101.

100	\$ 3.85
300	10.20
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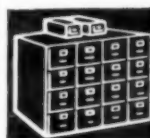
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should be easy. The parent has something on his mind. He may have rehearsed the interview. Undoubtedly the parent will arrive tense, possibly with emotion. Overt signs of this emotion may be very clear. She may tremble, breathe heavily, or seem nervous. The counselor can greatly assist this by a pleasant and warm "yes," "surely," "I understand," "of course," as the parent is stating her purpose or problem.

By becoming defensive over parent hostility, the effectiveness of the interview may be blocked. Let Mrs. Jones say all of the negative things she can think of about the school. The counselor may not find it at all necessary to defend the school system, the teacher, or anything else that Mrs. Jones feels is undesirable. After Mrs. Jones has talked negatively for awhile, she might herself point out some positive aspects. She might feel that she's gone too far, that both she and the counselor will realize that her previous statements are largely emotional rather than informational and factual.

Invited Parent and Release

In those cases in which the parent has been invited to a conference it may be more difficult to obtain release. An experienced counselor, however, will attempt to find a way to break the tension and give the parent some initiative. Tension is often broken by a humorous remark, some reference to something in the office which seems to take the parent into the counselor's confidence or by reference to some common interest the two have.

As a means of arousing initiative the counselor may give the parent the option of having the interview or not. He may write to this effect: "Since you and I are both interested in John's welfare, I thought we might profit by having a chat about him. Please call me if you agree and we can plan a time and place convenient to both of us." This may be communicated by phone call instead of letter.

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Again the counselor may try to give the parent the initiative as suggested above. He may begin, "As you probably know, John has had difficulty with . . . But you know him better than I do. Maybe I ought to be the listener and let you help me know him better." The counselor may need to be prepared with some more general leads. These should not be questions to be answered yes or no but openers of more prolonged discussions such as, "Maybe it would help us understand Mary if you talk about her interests and plans or friends or likes and dislikes."

With this approach the counselor might find that the parent will anticipate much that he was going to say. If the parent can gain the insights himself they will be far more effective. If the parent sees a partnership in which the teacher is attempting to help him with a problem he's had for a long time, she might be quite cooperative.

True, the parent may see the problem very differently than the teacher. The parent has different needs and motives than the teacher. She may be protective of John, she may be protective of herself, her reputation and esteem. Nevertheless, very often with the proper circumstances, a new perspective may arise. The counselor is certainly not wasting time by listening to the parent's view, or by allowing the parent to defend herself and her status from the threat of the interview by telling for example how hard she's worked with John. Time may be saved by listening attentively and warmly to this.

"Pupil Problems and Conferences with Parents" to appear in a future issue.

Editors Note: Dr. McKinney is the author of "Psychology of Personal Adjustment" published in 1949 and "You and Your Life" a text on life adjustment for secondary schools published in 1951 by Houghton Mifflin. He is now writing on his third book "Counseling for Personal Adjustment."

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State Support—The Issue

THERE is only one issue involved in Governor Donnelly's reducing the state school appropriation by \$9,250,000. It is the issue of adequate state support for education.

Stated in question form the issue is: Shall Missouri support its public schools in accordance with the accepted policy and practice of other states in our nation?

A newspaper or two, an organization and some individuals might like to inject irrelevant issues into the veto discussion. The question of the use of state school funds was not a factor. Neither was the availability of funds, school district reorganization, or the method of appropriation which was approved by unanimous vote of the Assembly.

Involved in the issue is the principle of equalization of educational opportunity. By reducing state support and thus trying to pass back to the local district more of the burden of school support, equalization of educational opportunities is lessened.

Lack of wealth in terms of real property in many districts means it is nearly impossible to gather sufficient taxes from local sources to offset the loss from the state. Children in these districts will be deprived of the kind of education they are entitled to. Many of these districts were already struggling with an inadequate program. Missouri has never supported its program for school children at a desirable level. Neither has the state ever financed education at a level commensurate with her ability.

Reduction of the state sales tax was recommended by the Governor. If our state were short on funds would it appear logical to make such a recommendation?

To reduce state support for schools means curtailing the education program or that local real estate must bear more taxes. Many would agree that there is a limit to the taxes that can or should be imposed on this type of property for school purposes.

It is an old ruse and a clever scheme to try to shift more of the school support back to the local level. There, at the local level with some real estate already staggering under its taxation

load, school opponents hope another defeat for adequate school programs can be had.

Our state has more sources of revenue available from which to draw upon in order to secure money for state school support. Its two main sources of revenue are from state sales tax and the State Income Tax. Bills were introduced in both houses of the Legislature last session which would have reduced or repealed these sources. The result would have been crippling blows to schools.

Education is a state function and recognized as such in the State Constitution. The Constitution singles out the General Assembly and makes this body solely responsible for maintaining our public schools.

Voters of Missouri by approving an amendment to the State Constitution exempting the Governor's power to reduce the school appropriation have pronounced the way they feel about the matter.

Excluding the Governor's right to reduce school appropriations has in no way jeopardized the state budget since it has been in operation. Our state has always kept its finances in sound condition. Here is proof enough that our people have been wise in saying that the General Assembly should have the sole authority to control school appropriations.

Contrary to what one organization would like for citizens to believe: "That the test suit on the veto is a challenge to the executive budget system," quite the opposite is true. The judicial review is an effort to prove that the Governor has at no time had the authority which he recently exercised in reducing the school appropriation. The suit will be filed in the Missouri Supreme Court shortly after December 15. This is as early as the attorneys believe it can be entered.

With a huge surplus in the state treasury and the schools in critical condition the recent attempt by the Governor to reduce the school appropriation is a perfect example of the reason citizens of this state adopted in 1932 an amendment designed to prevent this sort of thing from happening.

Make no mistake about it—the issue is one of adequate state support for schools.

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Every step in supplying you with needed petroleum products—finding new sources of oil, drilling, refining, transporting, distributing—is a big job.

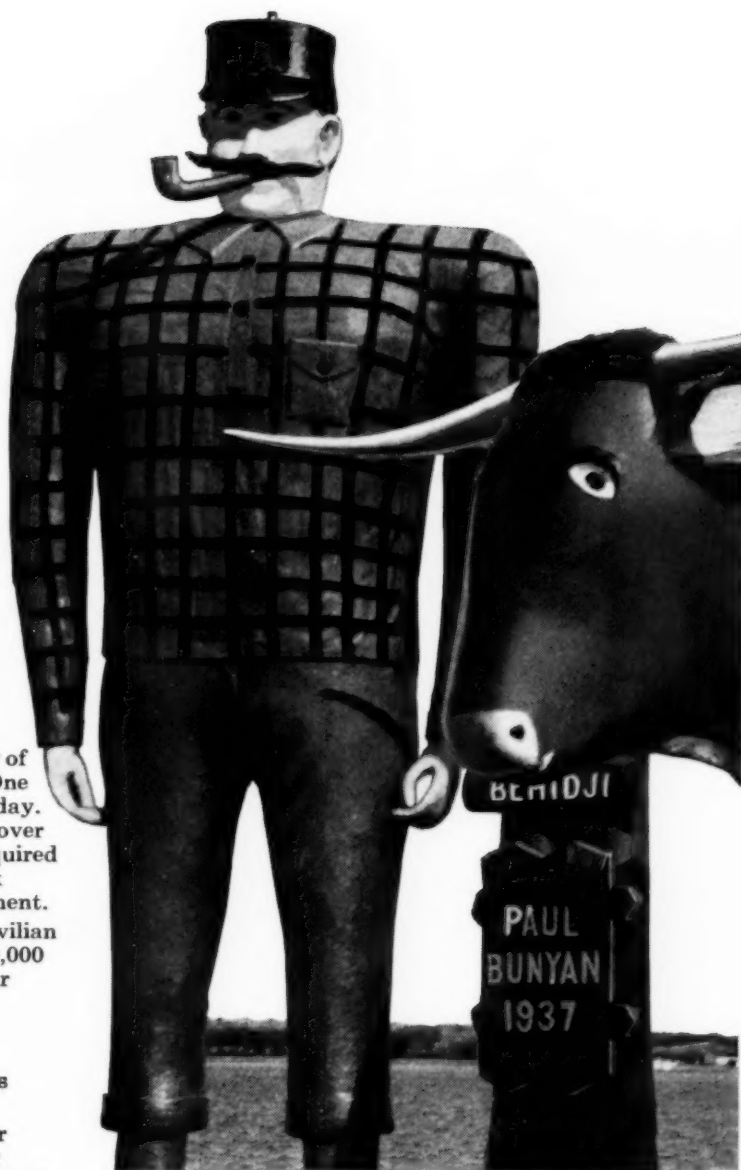
Last year, for example, we invested about \$100,000,000 in the development of new sources of oil, including obtaining leases and drilling wells.

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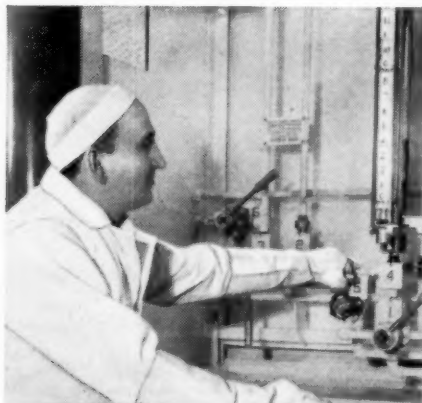


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